



Solon Robinson Elementary School

A National Blue Ribbon School of Excellence

2020-2021 Title I Parent Meeting

Documentation:

- Copy of the meeting announcement.
- List of attendees.
- Copy of the Power Point presentation.
- Copy of handouts provided.



SOLON ROBINSON'S



TITLE I PARENT MEETING

WHEN: Tuesday, November 24th

TIME: 8:30 AM or 3:30 PM

WHERE: Zoom Meeting

Meeting ID: 860 4854 7716

Passcode: TITLE

WHAT: Parents are invited to attend Solon's Title I Annual Meeting via Zoom. This meeting will provide information about the Title I Program and ways families and staff can work together to increase student achievement.

Attendees of Title I Meeting at 8:30 am on 11/24/2020

Barb Merrill

Jessica Niemeyer

Sylvia Fish

Amy Wignall

Rosellyn McMahon

Jean Thurman



Stacey Lopes



Adeline Garcia Castillo

cbarbaro@d158.net

Adam

Heather Remenius

Betsy Barnes

Jennifer Cora

iPhone

Michael Liss

Mike & Megan

Tameka Wilson

Attendees of Title I Meeting at 3:30 am on 11/24/2020

Sylvia Fish

Queen Samantha

Jessica Neimeyer

Gail O'Connor

Jean Thurman

Melissa Cannon

Amy Wignall

Rita Crhistiano

Rosellyn McMahon

Stacey Coil

Mrs. Djurdjevic

Teri and Brandon Norris

Title I Parent Meeting

November 24, 2020

Title I

- Title I is a federally funded program allowing us to offer reading and math services to the students of Solon Robinson Elementary School.
 - Title I schools are determined based on the socioeconomic status of the student population.
 - The aim of Title I is to improve teaching and learning to enable participating students with extra instructional support to help children meet state standards in core academic subjects.

Data

- Title students are determined as those 20% of each grade level that are most in need. Identification is based on data provided by universal screening assessments at the beginning and middle of the year.
 - Title listings will change after the middle of the year screening assessments.
-

Primary Reading Data

- **Star Reading**
- **mCLASS**
- **TRC (Text, Reading, and Comprehension)**
- **Composite**

Intermediate Reading Data

- **Star Reading**
- **Star CBM (curriculum-based measurement)**
- **AIMSweb Maze**

Math Data

- **Star Math**
- **Star CBM (curriculum-based measurement)**
- **Teacher Recommendation**

Title I Services

- Title I services enable students the opportunity for extra instructional support.
- Our paraprofessionals go into the classrooms to assist the students as needed.

Title I Staff

Math Staff



Mrs. Amy Wignall

Interventionist



Mrs. Rachel Mouser

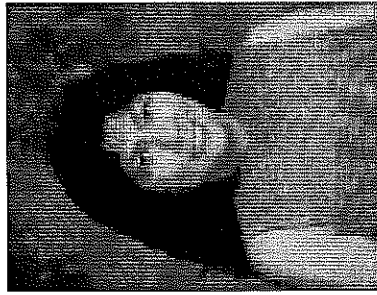
Paraprofessional



Mrs. Rah McMahon

Interventionist

Primary Reading Staff



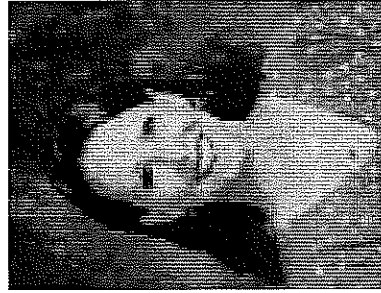
Mrs. Sylvia Fish

Interventionist



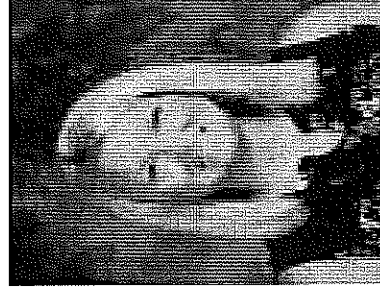
Mrs. Julie Bodamer

Paraprofessional



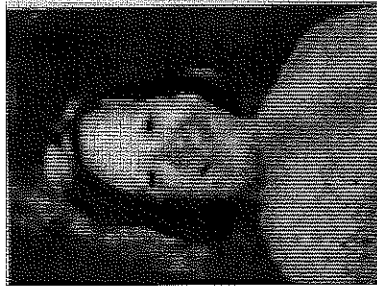
Mrs. Angela Ballou

Paraprofessional



Mrs. Chelsea Rodrigue

Paraprofessional



**Mrs. Jean
Thurman**

Interventionist

Intermediate Reading Staff



**Mrs. Jessica
Niemeyer**

Interventionist



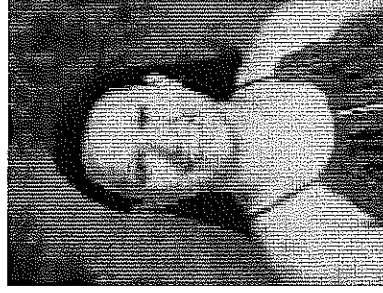
Mrs. Lisa Huitsing

Paraprofessional



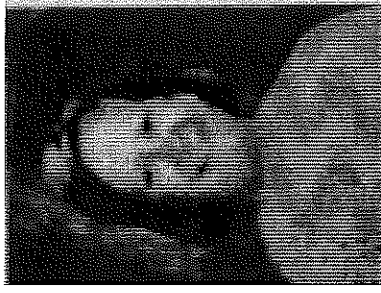
**Mrs. Christine
Lindmark**

Paraprofessional



Mrs. Katie Taylor

Paraprofessional



**Mrs. Jean
Thurman**

Interventionist

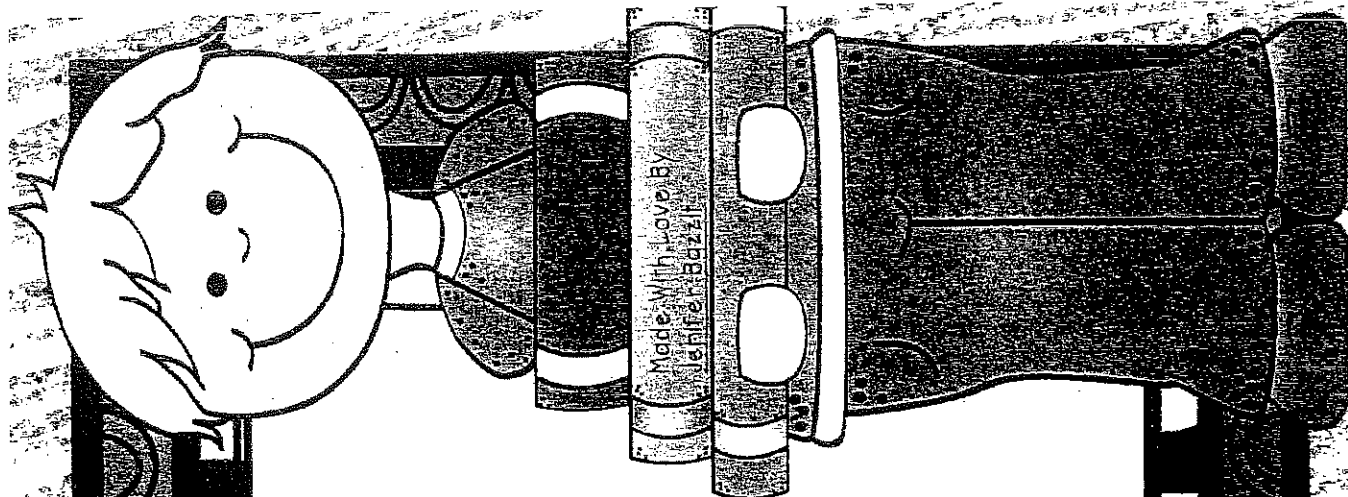
Rtl - Response to Instruction

- Rtl is a program that allows students to receive extra educational services outside of the classroom.
 - When students attend Rtl, it is during NIT (non-instructional time). No new curriculum is being taught in their general classroom setting while the students are receiving services.
- Instruction follows a researched-based curriculum that helps strengthen skills needed for educational success.
- Students who are serviced through Title I, may also be in Rtl.

Goal

- Our goal is to help all students succeed.

Our Title I program is dedicated to improving achievement throughout all grades at Solon Robinson Elementary School.



Parent's Guide to Reading RTI

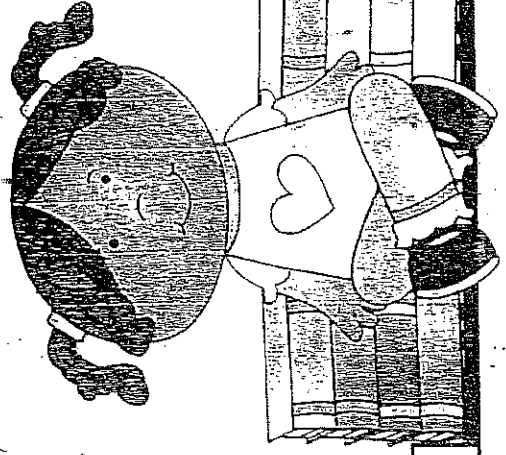
Phonemic Awareness

What is Phonemic Awareness?

Phonemic Awareness is the ability to hear and use the sounds of our language. This is NOT phonics!

How Can I Help My Child With Phonemic Awareness?

1. By second grade, most students have mastered phonemic awareness. However, there are still things you can do to help your child improve his/her awareness of the sounds in our language.
2. Read rhyming books with your child. He/She will enjoy the rhymes and will enjoy playing with sounds. Read a page with rhymes to your child. Ask him/her to name some rhyming pairs of words from the page.
3. Play word games with your child. List 3 words and ask him/her to name the 2 words that contain the same vowel sound. Example: "luck," "bring," and "grump," Which 2 words contain the same vowel sound?



Made With Love By: Jennifer Bazzill

Phonics

What is Phonics?

Phonics is a system for attaching sounds to written language. Letters and words are like a written code. Children must attach sounds to the letters and then learn to blend the letters into words to be able to read.

How Can I Help My Child With Phonics?

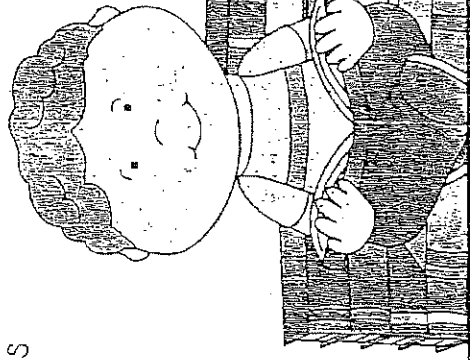
1. First, make sure your child knows all of his/her letters and sounds. Your child should be able to say the names of the letters and their sounds quickly and without thinking about them.
2. Talk with your child about blending letters to make words. Use word families like "ate," "uck," and "um" to help your child practice blending words together.

Example: Word family "uck"

Add letters to the front of "uck" to make new words.

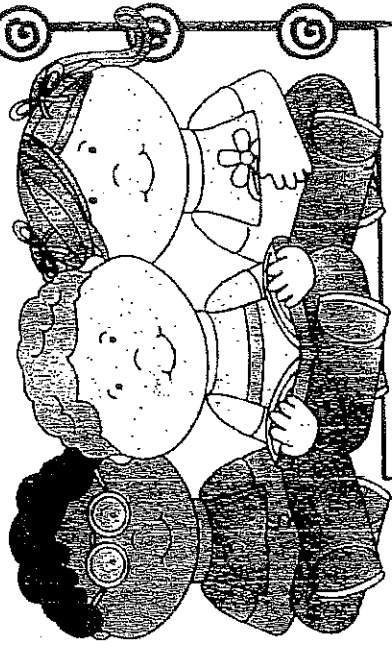
Add "b," "t," "p," and "d." Read the new words.

3. Look for readers and word lists your child's teacher sends home. Practice these lists and readers many times! A lot of practice will help your child become a fluent and confident reader.



Tips for Reading with Your Child

- * Help your child choose interesting books on his/her reading level.
- * Read together in a quiet, comfortable place in your home. Reading time should always be a happy, cozy time.
- * Use "shared" reading- You read to your child, your child reads to you, and both of you read together
- * Read favorite books again and again! Repeated readings help improve confidence, build fluency, and encourage a love for reading.
- * When your child comes to a word he/she doesn't know, try these strategies:
 - a. Help him/her sound out the word slowly, then put it together.
 - b. Tap your finger for each sound, then blend the sounds.
 - c. Look for patterns in the word, like "am" or "ch."
 - d. Read the sentence without the word- What word would make sense in the blank?



Made With Love By: Jennifer Bazzell

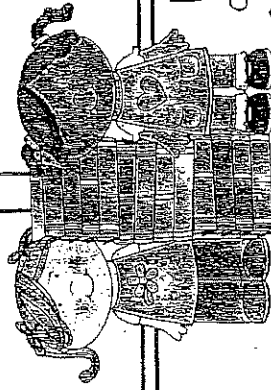
Fluency and Comprehension

You Can't Have One Without the Other!

Here are some suggestions you can use to help your child improve his/her fluency and comprehension:

Choral Reading

Your child and you read at the same time. This will help your child because he/she will be able to read with you, a fluent reader. This will help your child grow his/her fluency and gain confidence.



Echo Reading

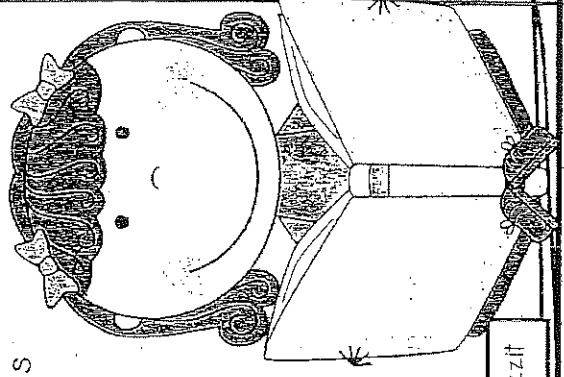
Read 2 sentences in a text while your child follows along. Ask your child to read the same 2 sentences. This will help your child develop fluency and will help build his/her confidence.

Reading aloud should sound like a conversation. Model fluent reading for your child. If characters are speaking, change your voice for the different characters. Ask your child to do the same while reading.

Comprehension Tips & Tricks

Use these tips and tricks to help your child improve his/her comprehension skills!

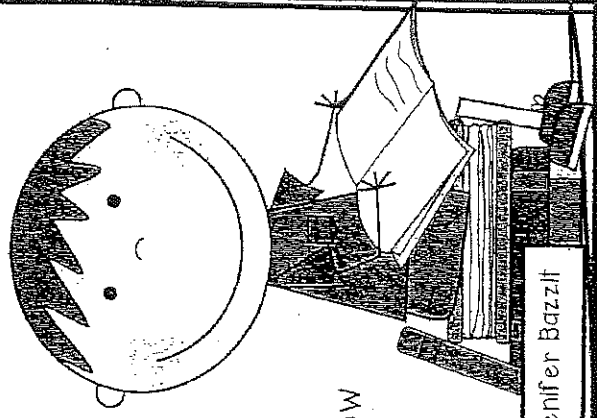
- Build background knowledge! Background knowledge is what a reader brings to the text with him/her. If a child already knows a little about a topic before reading, he/she will understand more of the text. Example: If you and your child are about to read a passage about the creation of the White House, watch a short video clip about it on youtube.com or search for pictures of the White House on the internet.
- Think "out loud" for your child! While reading together, stop every once in a while and say what you are thinking in your head. Example: "I just read that the character said he is mad and we read earlier that his brother steals things. Hmm, I wonder if that means the character's brother stole something from him. Let's keep reading to find out."
- Choose high-interest books! If you're a child who is really into learning about snakes and lizards, reading about sports will probably be boring for you! Help your child choose books, articles, and magazines that interest him/her. Not only will your child enjoy these materials more, he/she will comprehend at a higher level because motivation will be higher and he/she will already have some background knowledge about the subject.



Made With Love By: Jennifer Bazzit

Comprehension Tips & Tricks

- Read it again! There are few of us who can read a text, especially nonfiction text, one time and remember all of the information. Asking your child to read a second or even third time will make it easier for him/her to remember the important points from the passage.
- Read-Summarize-Read! This strategy allows your child to read smaller chunks of materials, think about them, and then read some more. After every page or two, depending on your child's ability level, stop and ask your child to tell you what is happening in the story or what he/she has learned so far.
- Let your child be the teacher! Allow your child to ask you questions about the stories you are reading together. Your child will enjoy asking you questions AND he/she will be using critical thinking skills to come up with the questions.
- Compare it! During and after reading, talk with your child about how this book is similar to other books you have read. Discuss how the book reminds you of an event or an aspect of your life or the world.



Made With Love By: Jennifer Bazzili

Why Should My Child Read 20 Minutes Each Day?

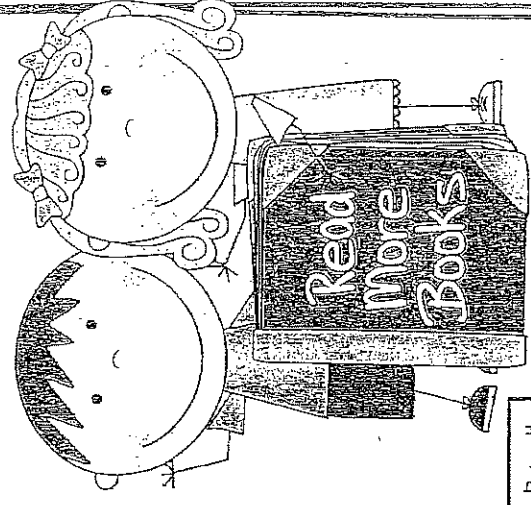
Reading practice is crucial for all children. Reading with a parent or loved one is a special experience for a child.

Just to be clear, 20 minutes of daily reading may include a child reading, an adult reading to a child, or an adult and child "share" reading.

Imagine two scenarios, if you will:

- Burke reads 20 minutes per night with his grandmother, usually 5 nights per week. During one year, Burke experiences 5,200 minutes of reading with his grandmother.
- Annabelle rarely reads with her dad. If time allows, they might read for 5 minutes at bedtime, 3 days per week. During one year, Annabelle experiences 780 minutes of reading with her dad.

Which child do you think will become a successful reader?
Which child do you think will be more successful in school?



Made With Love By: Jennifer Bazzitt

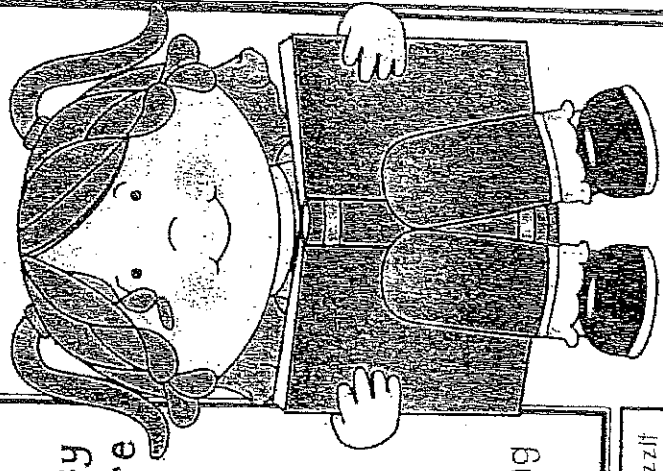
Choosing a "Just Right" Book

Have you ever tried to stumble through a book that is too hard for you? It's miserable! We don't want our children to suffer through "too hard" books! Attempting to read a book that is too difficult will only frustrate your child. Use the "5-Finger Rule" when trying to decide if a book is appropriate for your child's reading level. Ask your child to read the second page of a book. Each time he/she comes to an unknown word, hold up one finger. If all 5 fingers are up before finishing the page, the book is probably too hard!

Parent Question:

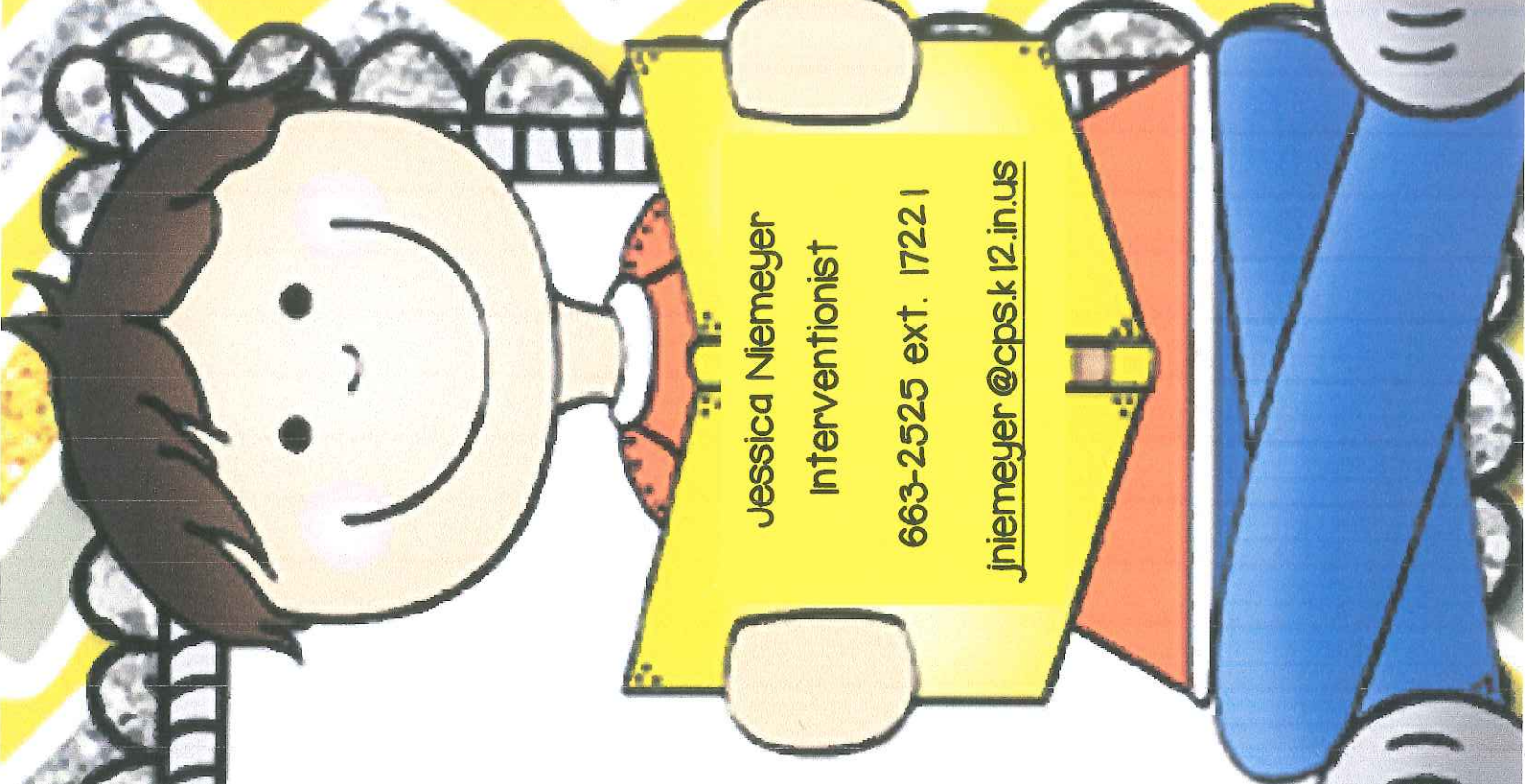
My son frequently asks to read books that are too easy for him. Should I make him choose books that are more difficult?

When your child reads books below his reading level, he is building confidence, gaining fluency, and growing his love for reading! Many adults have a favorite book that they reread numerous times. Allow him to return to his favorite books but encourage him to try out some books on his reading level. Go to the library and browse the shelves. Point out books with interesting covers. He may find a new favorite!



Made With Love By: Jennifer Bazzit

Parent's Guide to Reading: RTI Edition

A cartoon character with brown hair, a large head, and a friendly smile is holding a yellow rectangular sign. The character is wearing a red and white striped shirt. The background features a yellow and white striped border at the top and a grey and white striped border at the bottom. The overall theme is educational and child-friendly.

Jessica Niemeyer
Interventionist

663-2525 ext. 17221

jniemeyer@cps.k12.in.us

Why should my child read 20 minutes per day?

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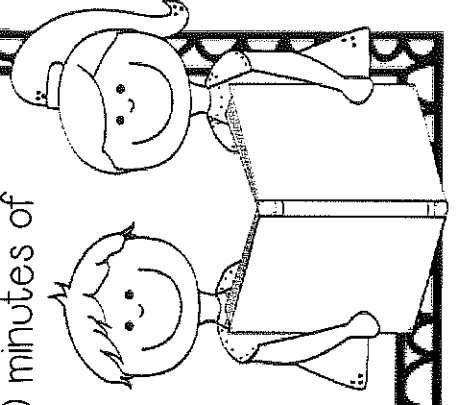
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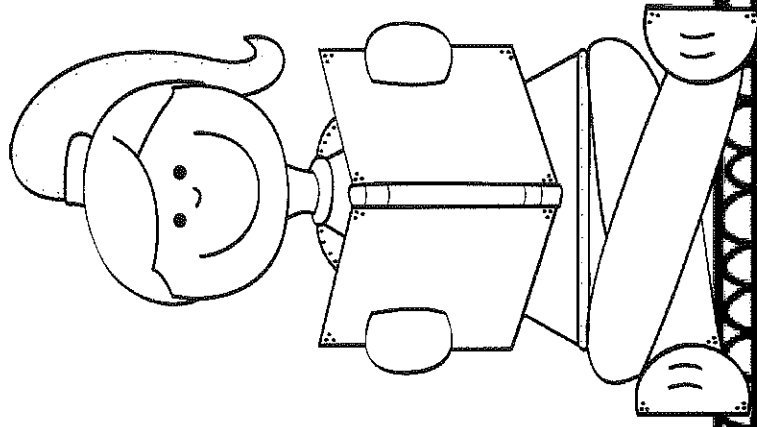
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Reading Skills Cheat Sheet #1

Your child will be asked to demonstrate his/her reading skills on class and homework assignments. Keep this cheat sheet handy!

Inference

We do this daily but usually don't realize it! Your child must use what he/she already knows plus information from the text to make a decision.

Ask: Can you infer how the character is feeling? Use the information in the story plus what you know in your head to infer!

Theme

The theme of a story is the "big idea" of the story. Your child must read and understand the entire story to be able to determine the theme.

Ask: Is the author trying to teach a lesson? Is the author trying to send a message through this story?

Summary

A summary includes the most important parts of the story or text.

- * Parts usually included in a summary of a fictional story: characters, setting, plot, and major story events
- * A summary of a nonfiction text includes the most important details from the text.

Compare and Contrast

When students compare 2 things, they tell how they are alike. When students contrast 2 things, they tell how they are different.

Example: Choose 2 characters from a story. How are they alike (compare)? How are they different (contrast)?

Reading Skills Cheat Sheet #2

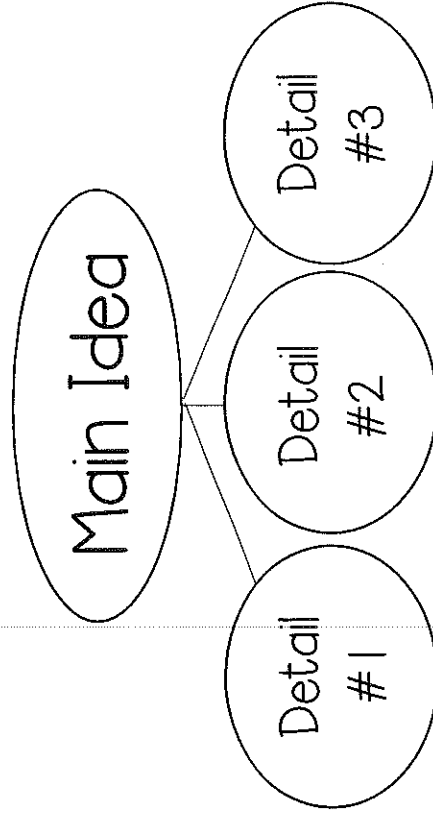
Your child will be asked to demonstrate his/her reading skills on class and homework assignments. Keep this cheat sheet handy!

Main Idea and Details

The main idea is a statement that tells what an entire book, paragraph, or selection is about.

Details support and give more information about the main idea.

Many students use a chart like this to help them organize the main idea and details.



Drawing Conclusions

Using details from the text, students need to make decisions.

Example: Bill is walking down the street and sees a car with 2 tires missing, a window busted out, and a missing hood. What conclusions can he draw about the car? Details support conclusions!

Cause and Effect

Something happens because of something else.

Example:

Cause: Brittany drops her lunch tray.

Effect: Brittany cleans up the spilled food and gets a new lunch tray.

I do not need to read!

Do you have a reluctant reader on your hands? Does he/she think reading is a waste of time? Teachers often hear this phrase: "I don't need to read because I'm going to play in the NFL/ be a hairdresser/ be a cook/ etc. They don't have to read anything!"

Clear up your child's misunderstandings and remind him/her of the value of reading by discussing this information:

- Sports players must be able to read the fine print on their contracts. You wouldn't want to be cheated out of money!
- Hairdressers and cosmetologists must be able to read the instructions for applying chemicals to their clients' hair and bodies. You wouldn't want to be sued for harming a client!
- Cooks must be able to read food safety instructions and complicated recipes. You wouldn't want to ruin a large amount of food because you couldn't understand the directions!
- Factory workers must be able to read safety instructions. You wouldn't want to hurt yourself or someone else because you didn't use a machine safely.

Comprehension Tips and Tricks

Use these tips and tricks to help your child improve his/her comprehension skills!

Build background knowledge!

Background knowledge is what a reader brings to the text with him/her. If a child already knows a little about a topic before reading, he/she will understand more of the text. Example: If you and your child are about to read a passage about the creation of the White House, watch a short video clip about it on youtube.com or search for pictures of the White House on the internet.

Think "out loud" for your child!

While reading together, stop occasionally and say what you are thinking in your head. Example: "I just read that the character said he is mad and we read earlier that his brother steals things. Hmm, I wonder if that means the character's brother stole something from him. Let's keep reading to find out."

Choose high-interest books!

If you're a child who is really into learning about snakes and lizards, reading about sports will probably be boring for you! Help your child choose books, articles, and magazines that interest him/her. Not only will your child enjoy these materials more, he/she will comprehend at a higher level because motivation will be higher and he/she will already have some background knowledge about the subject.

Comprehension Tips and Tricks

Read it again!

There are few of us who can read a text, especially nonfiction text, one time and remember all of the information. Asking your child to read text a second or even third time will make it easier for him/her to remember the important points from the passage.

Read-Summarize-Read!

This strategy allows your child to read smaller chunks of materials, think about them, and then read some more. After every page or two, depending on your child's ability level, stop and ask your child to tell you what is happening in the story or what he/she has learned so far.

Let your child be the teacher!

Allow your child to ask you questions about the stories you are reading together. Your child will enjoy asking you questions AND he/she will be using critical thinking skills to come up with the questions.

Compare it!

During and after reading, talk with your child about how this book is similar to other books you have read. Discuss how the book reminds you of an event or an aspect of your life or the world.

Comprehension Cards

Do you ever wonder if you are asking the right types of questions while reading with your child? These cards can help!

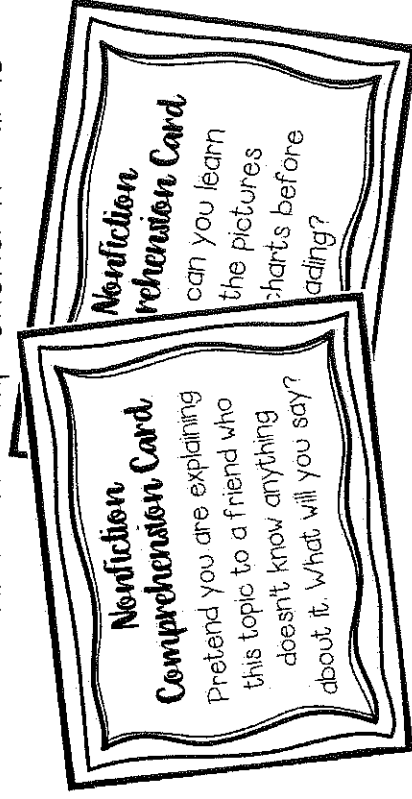
If you are reading a fiction (make-believe) story with your child, use the "Fiction Comprehension Cards."

If you are reading a nonfiction (real) story or text with your child, use the "Nonfiction Comprehension Cards."

Fiction Comprehension Cards



Nonfiction Comprehension Cards



Tip: Use one card per chapter or book. Don't overdo it! These cards are only a suggestion. Ask any and all questions you think are important!

Fiction Comprehension Card

Look at the title, cover, and any pictures in the book. What do you think this book is about?

Fiction Comprehension Card

Where does the story take place? Does it occur in the past, present, or future?

Fiction Comprehension Card

Who is the main character? How are you and the main character alike and different?

Fiction Comprehension Card

Is the author trying to teach a lesson in this story? What is it?

Fiction Comprehension Card

If you had to become a
character in the story,
which one would you
choose? Why?

Fiction Comprehension Card

What is your favorite
passage in the story?
Read it aloud!

Fiction Comprehension Card

Change the ending to this
story. Describe your new
ending.

Fiction Comprehension Card

How does this story
remind you of other
stories you have read?

Fiction Comprehension Card

Think about the choices
the main character
made. What would you
have done differently?

Fiction Comprehension Card

What type of fiction story
did you read? Realistic
Fiction? Fantasy?
Fairy Tale? Myth?

Fiction Comprehension Card

How do the other characters
feel about the main character?
Use details from the story to
support your answer!

Fiction Comprehension Card

Create a commercial for
this book. Your goal is to
make other kids want to
read the book.

Nonfiction Comprehension Card

What do you already
know about this topic?

Nonfiction Comprehension Card

What can you learn
from the pictures
and/or charts before
reading?

Nonfiction Comprehension Card

How does the author
make this topic more
interesting?

Nonfiction Comprehension Card

How does the author
present information on
this topic?

Nonfiction

Comprehension Card

Pretend you are explaining this topic to a friend who doesn't know anything about it. What will you say?

Nonfiction

Comprehension Card

Name a new word that you learned. What does it mean? Use it in a sentence.

Nonfiction

Comprehension Card

After reading this text, I want to learn more about ____.

Nonfiction

Comprehension Card

What did you learn about this topic?

Fluency and Comprehension

The Perfect Pair

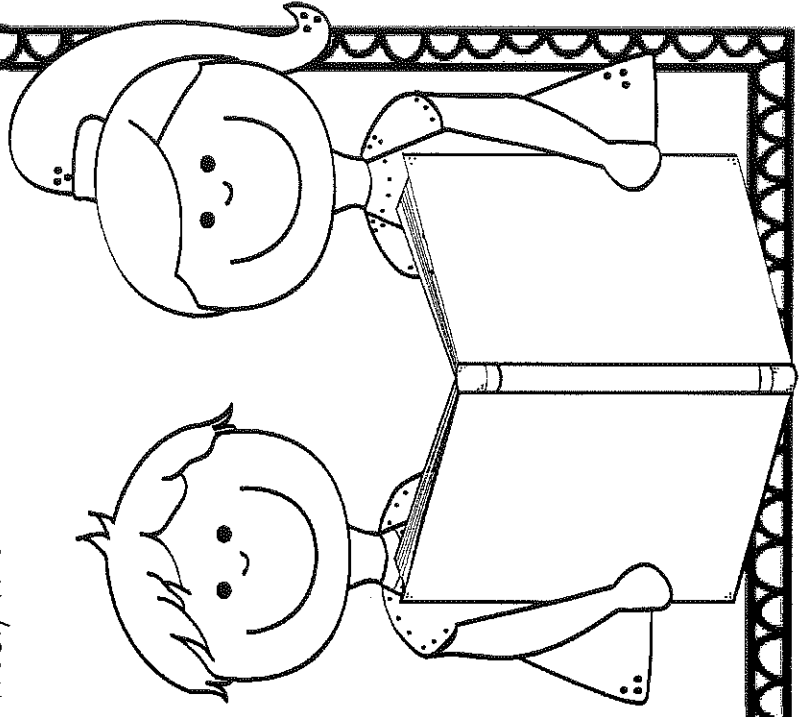
Fluency and comprehension work together beautifully. When a child reads fluently (quickly and without stumbling over words), he/she can focus on comprehension (the meaning).

Think about it... if you had to stop and sound out every other word, would your mind be on the meaning of the passage? Absolutely not!

Parent Question

My child reads slow and choppy. He must stop and sound out words frequently. Then, after he reads, he has no idea what the passage was about. We are both frustrated! What can I do to help him?

Choose a book on a lower reading level. Show your child's teacher or librarian the book he is struggling with and ask for books on a lower reading level. It's better to start on a lower level and work up than to have your child become frustrated with reading. Your child will not understand the meaning of what he is reading until he is able to read the words fluently.



Fluency and Comprehension

The Perfect Pair

Use these suggestions to help your child improve his/her fluency and comprehension!

Use a strategy called "Choral Reading." Your child and you read at the same time. This will help your child because he/she will be able to read with you, a fluent reader. This will help your child grow his/her fluency and gain confidence.

Ask your child to choose a paragraph or short page in a book. Ask your child to read it several times or until he/she reads it fluently. This will help your child increase fluency and improve understanding of the passage.

Use a strategy called "Echo Reading." Read 2 sentences in a text while your child follows along. Ask your child to read the same 2 sentences. This will help your child develop fluency and will help build his/her confidence.

Reading aloud should sound like a conversation. Model fluent reading for your child. If characters are speaking, change your voice for the different characters. Ask your child to do the same while reading.

Genre Categories

Genre	Characteristics of this Genre
Realistic Fiction	These stories are make-believe but could happen in real life. Example: <i>Junie B. Jones</i> book series
Historical Fiction	These stories are make-believe and are set in the past. Example: <i>American Girls</i> book series
Mystery	These stories contain unknown parts, often including detectives and detective work. Example: <i>Nancy Drew</i> book series
Folktales	These stories are passed down through generations, often by word of mouth. Example: <i>Paul Bunyan</i> tales
Fairytales	These stories contain legendary creatures and actions. They often use kings, queens, talking animals, fairies, etc. Example: <i>Cinderella</i>
Fantasy	These stories are make-believe and could never happen in real life. They often contain talking animals and living objects. Example: <i>Harry Potter</i>
Information	This genre contains nonfiction materials. The purpose of this type of writing is to inform. Examples: newspapers, magazines, books about real animal habitats
Biography	In this type of writing, one person tells about another person's life. Example: <i>The Biography of Helen Keller</i> tells about Helen's life.
Poetry	Poetry may rhyme or it may not rhyme. Examples: Shel Silverstein's poetry books, Dr. Seuss books, Jack Prelutsky's books

Response to Instruction Communication-IMPORTANT

A goal of Solon Robinson Elementary School is for every child to be successful in school. In order for students to be successful, they may need more intensive instruction and interventions in selected academic or behavior areas. The earlier a problem is identified, the sooner weak areas can be improved.

At this time, your child has been identified for more intensive instruction and intervention. Your child was identified based on his/her Star Math assessment scores and teacher recommendation. The primary area of concern at this time is identified below.

Primary Area of Concern: Math

To assist your child, the following interventions are being implemented:

Tier 2, small group intervention, 20-30 minutes per session.

Response to Instruction (RtI) is the practice of providing additional high quality instruction and interventions to help students who are struggling. While interventions are taking place, we are monitoring to see if the student is making progress in the targeted weak areas.

Your child is being monitored for progress every 3-4 weeks using Bridges Math Assessments and Star.

If you have any questions, please feel free to contact your child's classroom teacher. Thank you for your support as we strive to meet your child's needs and move toward academic success.

Sincerely,

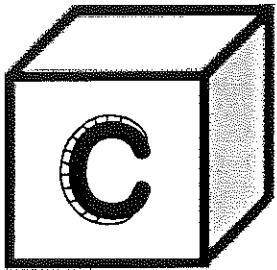
Amy Wignall
Math Interventionist
Solon Robinson Elementary
awignall@cps.k12.in.us

What program is provided by RTI to assist my child in math?

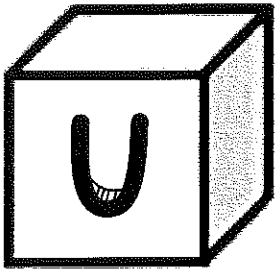
Currently our RTI department is using the Bridges Math Intervention program. Each Bridges volume contains 40-65 thirty-minute sessions organized by warm-ups, game or activity, guided practice, and assessment. All volumes begin at a basic level and increase the levels of challenge and complexity. All modules are aligned with classroom instruction.

CUBES

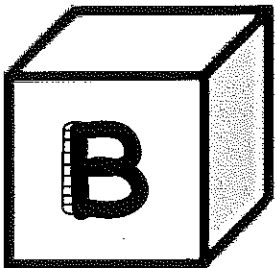
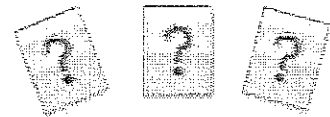
A problem solving strategy



Circle key numbers and units

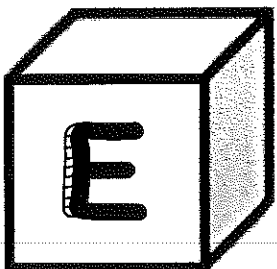


Underline the question

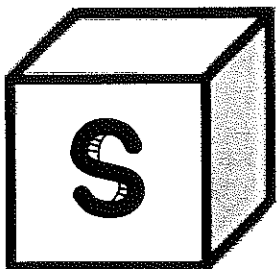


Box math **“action”** words

What steps do I take? What can I cross out?



Evaluate and eliminate



$\times$ $\div$
Show your work and check
 $+$ $-$

Keywords in Math Word Problems

(Look for these keywords in math problems to tell you which operation(s) to do)

Add (+)

Sum	More than
Total	Added to
In all	Gain
Increase/Increased	Combined
by	Additional
And	Plus
Together	Extra
Altogether	Earn/Earned
Both	Perimeter

Subtract (-)

Difference	Fewer than
Left	Less than
Change	Minus
How much more	Reduce
How many are left	Take away
How many more	Spend/Spent
Decrease	Words ending in -er:
Remainder	fewer, shorter, etc.
Remain	
Less/Loss	
More than	

Multiply (x)

Product	Fraction of
Factor	Percent of
Of* (Percentages, decimals, or fractions)	Each
Times	Every
By	At this rate
As much	Groups/Groups of
Multiplied	Per
Twice	Area
Triple	

Divide (÷)

Quotient	Pieces
Share/Shared	Ratio
Divide	Distribute
Into	Part of
Equally	Break up
Each	Evenly
Split	Goes into
Cut	Per
Groups/Groups of	Half
How many times	Third
Average	Quarter

Estimate = Round = About = Approximate = Nearest

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Steps to Solve Any Word Problem

• **READ** the problem all the way through.

The students in Mrs. White's class are going on a field trip to the zoo. Including the teachers, there are 104 students who will be going on the field trip. If each bus holds 40 students, how many buses will they need to get there?

• **REREAD** the problem, **STOP** at punctuation, and **HIGHLIGHT** important information (numbers, names, etc.)

The students in Mrs. White's class are going on a field trip to the zoo. (STOP) Including the teachers, (STOP) there are 104 people who will be going on the field trip. (STOP) If each bus holds 40 people, how many buses will they need to get there? (STOP)

• **LOOK** for keywords and **circle** them.

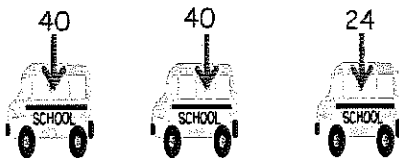
The students in Mrs. White's class are going on a field trip to the zoo. (STOP) Including the teachers, (STOP) there are 104 people who will be going on the field trip. (STOP) If each bus holds 40 people, how many buses will they need to get there? (STOP)

→ divide

• **PLAN** and **SOLVE**.

- Choose a strategy that may help to solve, such as drawing a picture or writing a number sentence

Draw a Picture



Write a Number Sentence

$$40 \times ? = 104$$

or

The keyword
'each' clued me
to divide

$$104 \div 40 = ?$$

The
solution
or answer
is 3
buses.

Math Problem Solving Strategies

Write a number sentence
Draw a picture
Look for a pattern
Make an organized list
Create a chart, table, or graph
Work backwards
Guess & check

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math problem solving strategies

strategies

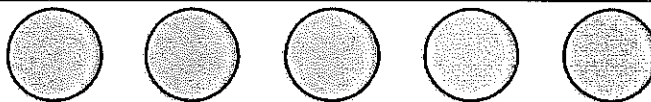
examples

Write a number sentence

$$342 - 246 =$$

$$63 \text{ divided by } ? = 9$$

draw a picture



Probability of choosing purple?

look for a pattern

a) 1, 10, 100, _____, _____

b) 1, 4, 9, _____, _____



make an organized list

Black pants, red shirt
 Black pants, blue shirt
 Khaki pants, red shirt
 Khaki pants, blue shirt

create a chart, table, or graph

<u>Day</u>	<u>Money Earned</u>
Monday	5.00
Tuesday	10.00

guess & check

I think the number 8 might work, let me try it!
 If it doesn't work, I'll try 9.

Work backwards

Start at the end of the problem, and work

